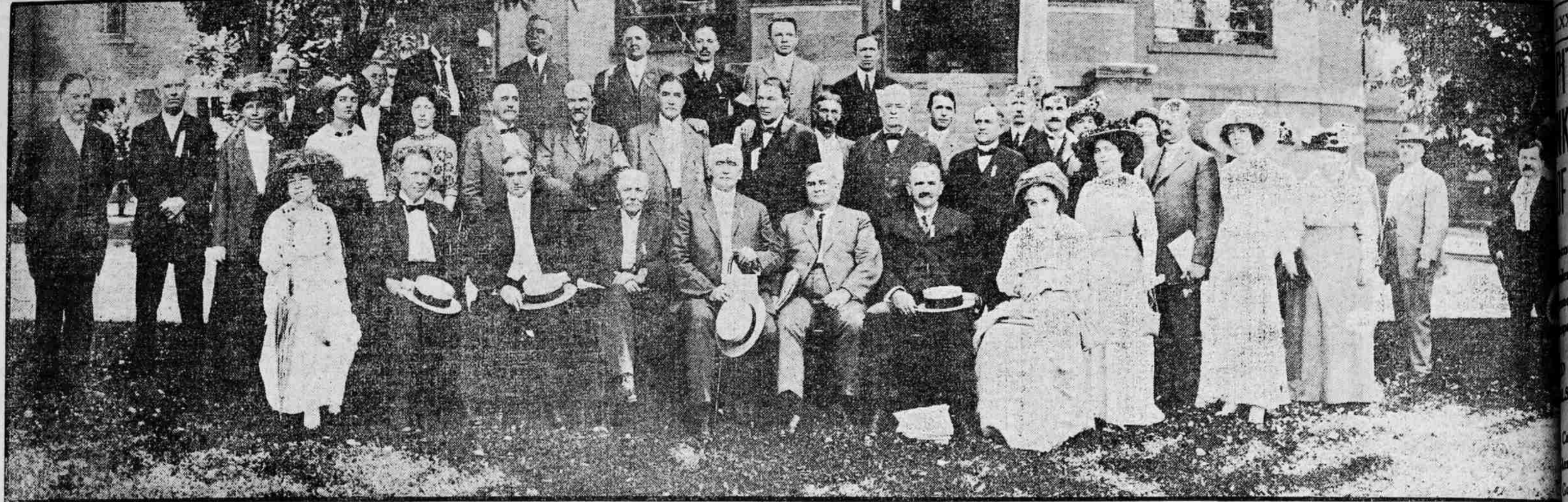


# National Council N. E. A. Which Will Figure Prominently in Convention



## HOLDS HEART THE TEACHER'S CENTER

The Rev. P. A. Simpkin Discusses Vital Problem of Educational Life.

In a sermon at Phillips Congregational church yesterday morning, which was attended by many eastern visitors here for the convention, the Rev. P. A. Simpkin preached upon the theme, "Education and the Heart."

The Rev. Mr. Simpkin took as his text the assertion of the old proverb which, speaking of the heart, says, "For out of it are the issues of life," saying in part:

Our city is honored by the meeting here of the most important gathering of American educators that convenes in this year. The representatives of that splendid body of men and women whose life is given in rich and fruitful service to the children of the republic will in the next few days spend their energies in discussing the problems, rationale and technical questions of their great profession.

In organized society there is no force which is potentially holier or more fruitful than theirs, save that prophetic of the eternal which rests in the church of Jesus Christ.

### Foundation of Liberty.

Liberty and progress, the continuance of the institutions that enrich the common life of modern civilization are in major measure dependent upon the forces which education engenders. Man in the realm of his personality, as in the relationships to society which become more complex, with the passing days, is dependent on the mental awakening and vision that are possible only by the process of education.

It is of little moment what form education takes, whether it come in the quiet of the lone place and by the flicker of a pine knot, where a Lincoln breaks the walls of his soul with eager hands to the wide world, or yesterday, today, tomorrow, or a Wilson, in the classic culture of a modern institution finds the same result; the important thing is the awakening to life and service, to the power to think, analyze, compare, thereafter moving to intelligent and altruistic action.

Admiration for the marvelous machinery of our school system is commonplace, esteem for the intelligent devotion of the great army of men and women busied in molding and developing our American youth is innate, pride in the nation's educational power by education, that has made the level of common intelligence the highest known to any people of the age, is proverbial throughout the world.

### Waste Is Problem.

One holds a sympathetic attitude toward the task the educator faces just now in the emerging problems of the profession. It is impossible to have different to the time wastage of our present system consuming in the preparation of the child a large segment of his life's little circle. Mere economy will compel an adjustment and solution of the difficulty of selecting from the vast store of facts the necessary measure. The question of vocational, manual and definitely classified sections that will give larger equipment and complete preparation for the work of keen interest to the society educators serve. Few, if any, things included in the curricula of the schools are valueless to the unfolding mind moving toward professional life. Many are of questionable value for the average student.

Of such vital import to a free people, now truly entering industrially into the world's market, are neither to have been in the main food purveyors, is the highest and widest mental and manual equipment of our children that is not to be a mere vital. In the new day of social and political life whose morning has broken the vital thing is not budgets, but the impatience of the unfolding mind in which the child shall see clearly the dominant facts of yesterday and today, learn to prepare for a life that neither demagogues nor reactionaries shall sweep him from a quiet, intelligent analysis and vision such as have kept alive the little Americanism that under God has made the nation's glory the world's imperial democracy.

But one needs to lift a voice in this time when we sense the power inherent in true education to lift life for large service in the material order and the academy of the mind, speaking the perils that lie in the neglect of the spiritual culture. Its import is not set by the divers of religionaries or the narrow vision of ecclesiasticism. It is fixed in that organization of life by the eternal that sees man finally as more than a citizen, more than an integer in the industrial and economic sum of the world.

## CHURCH AND SCHOOL LIBERTY'S BULWARKS

The Rev. Bowerman Delivers Special N. E. A. Sermons at Baptist Church.

Education day was observed by the Immanuel Baptist church at both morning and evening services, the Rev. Dr. S. Bowerman speaking upon "The Two Bulwarks of American Liberty, the Free Church and the Free School," in the morning, and "The Child That Is to Be Leader and Hero" in the evening, dealing in the evening with the value of preparation for life's work, using as examples Moses and Paul.

### Culture Not Enough.

Neither culture nor brilliance has the power preservative, the power of realization. The aesthetic sense is powerless before life's real problems. Artistic power, mental acumen or brilliance in any form holds not the secret of fulfillment, else God were a cruel taskmaster. All life's final worth to the world is in the measure of one's heart comprehensions and convictions.

The something back of skill of finger, color-sense, harmonious mental alertness and power that puts the value into work and life is the spiritual apprehension, and the value is as the measure of its possession.

The same skill can paint a Christ or an erotic Venus. The same mastery of harmony can create the majestic strains that answer songs of angels or debase itself in the idiotic and passionate syncretisms of the lowest music. The same mental power can spin "The Passing of the Third Floor Back," "Old Mortality," or produce the noisome page of a Zola. The same executive ability may conduct business or politics so as to make either a blessing or curse to society.

### Heart Is the Ruler.

What is the power that determines either its secret is not imparted in the school of the secular programme alone. Not in the brain or the imagination lies the power that puts the moral or the immortal value into life. It is of the great, deep, controlling will purpose of the heart, whose power will be measured by the religious vision and faith.

Magnifying all that the school can impart of fitting for duty as a citizen of the world in every change of service, one must see that finally it is in character there lies the power determinist for life.

We stand today, ideal and affection are fixed absolutely in the religious conviction of the life, and their presence is that which tends toward the realization of the service of a life can make to the world. Has your heart thrilled to the story of Gettysburg this week, where Blue and Gray have emphasized the unity and sovereignty of the republic? Why? Is it not that out of the heart of patriots, the vision of love and love of country, to the vision of humanity and the call of God men out of the heart found the issue of the great battle?

### Secret of Growth.

Aye, and all the things that touch life with pity, sacrifice and devotion are issues of the heart. And if America is to build enduringly on the foundation of our glorious yesterday, our splendid present and our glorious future, we must have the educator's splendid culture of hand and brain with a culture of the heart in the broadest and deepest development of the religious instinct.

One prays and longs that the power of the love supreme the Nazarene has revealed and exemplified to the world, that has been initiated in the passionate religious patriotism whose record is the imperishably glorious heritage of our America may be imparted to the generation that holds the torch of life in its young heart, and that as the American nation to industrial and material mastery of the business of the world, he may most of all be the minister of God in character and truth whose exemplification in common life will make the saving Christhood of the latest time.

## ENTERTAINS KANSAS DELEGATES TO N. E. A.

A party of prominent educators, including the leading members of the Kansas delegation to the N. E. A., were the guests of Mr. and Mrs. Glenn Miller at dinner in the party were Philander P. Claxton, United States commissioner of education; Dr. Frank A. Patterson, Kansas Governor; E. W. Hoke of Kansas, D. T. Hackney of Wellington, Kan.; Mrs. J. Lewis of Kansas, Kan. President Thomas W. Butcher of the Kansas State Normal school, Superintendent D. H. Christensen of Salt Lake, Mr. and Mrs. Frank Marney, Miss Zeta Hammer, the only Salt Lake student at the University of Kansas, and Professor Voght, assistant United States commissioner of education.

## DR. CLAXTON SPEAKS IN THE TABERNACLE

(Continued from Page One.)

er be. It is the human being that counts, and not rank, nor wealth, nor political, religious, industrial or financial preferment. The teacher should be a reader of great books. You can divide all teachers into two classes—the man of clay and the man who has had the breath of life breathed into him. There are first-hand and second-hand teachers—teachers who bring out some new thought, and teachers who overwork the thoughts of others. The teacher should have some originality and assert himself. He should not go about with a perpetual apology for himself in his contentment, as if he were imposing upon others by breathing.

The school teacher should bring himself into contact with art, music, painting and sculpture. He should hear good music in every form—in the orchestra, the choir, the soloist. Music is like the great tidal wave of the ocean. As compared with it mere speech is the ripple on the sea.

You can't teach what you do not know. The student at school must look upward to the tasks he has before him in preparation for his examinations, thanking the Lord when the examinations are over. The things you would teach you must first know, looking from above downward. We should know the child, because after all it is the children we teach and not subject matter.

Nobody compels you to be a teacher. Unless we are willing to give all our lives and beings for the sake of the child, for the sake of the home, and for the sake of the nation, let us quit.

Anton H. Lund Presides.

President Anton H. Lund conducted the service, and President Charles W. Penrose introduced Dr. Claxton, speaking in part as follows:

On behalf of the first presidency of the Church of Jesus Christ of Latter-day Saints, I extend a welcome to all delegates of the N. E. A. We welcome all our visitors and hope they will spend their time here profitably and carry away with them knowledge of value. We are friends of education, the pioneers having brought some of it with them from the plains in 1847. In some of our settlements in the early days the first buildings erected were school houses, which were also used for public worship. We believe in continued education—that through the endless course of eternity we shall progress in education.

We welcome the truth from whatever source it may come, and it gives me great pleasure to know that we have as the speaker this afternoon Dr. P. P. Claxton, commissioner of education of the United States.

Levi Edgar Young entered the invocation, and James E. Talmage gave the benediction. The musical programme included "America," by the choir and audience, and the hymn "Glorious Lord, Thou Hast Gathered Thee," by the choir. "O Give Me Back my Prophet Deaf," by the Schubert quartet, consisting of James Moncary and Hyrum P. Christiansen, David Burt and Walter S. Lamoreaux; anthem, "Let the Mountains Break for Joy," by the choir; and the "Doxology" by the choir and audience.

## TODAY'S N. E. A. PROGRAMME

9:30 o'clock, First Church of Christ, Scientist—Department of kindergarten education.

9:30 o'clock, First Methodist Episcopal church—Department of manual training and art education.

9:30 o'clock, Elks club—Department of business education.

9:30 o'clock, Unit hall—Library department.

9:30 o'clock, First Presbyterian church—Joint session of department of rural and agricultural education, with Nature Study society, and the School Garden Association of America.

9:30 o'clock, a. m., Barratt hall—Report of the joint National Council of Education committee on health problems in education. Discussion.

10:30 o'clock, Lion house—N. E. A. board of directors in annual meeting.

1:30 o'clock, room C-41, Hotel Utah—Annual meeting of committee on International Council of Education.

2 o'clock, tabernacle—General session, N. E. A., Carroll G. Pearce, former president N. E. A., and superintendent of schools, Milwaukee, Wis., presiding.

4 o'clock—Reception to library department at home of Miss Esther Nelson, 761 Sixth avenue, to which members of the department are invited.

5:30 o'clock, at various state headquarters—Meetings of state delegates to nominate candidates for appointment to the committee of nominations. Utah and the states whose meetings places have not been designated, will meet at appointed places in the tabernacle.

8 o'clock, tabernacle—Complimentary concert in honor of visiting delegates, given under the auspices of the Utah State association.

8 o'clock, Commercial club—Lecture, "Salt Lake and Its Environs," by H. H. Hayes.

## TEACHERS URGED TO AID LIBERTY CAUSE

Prominent Educators Hear the Rev. Elmer I. Goshen Advocate New Freedom.

"The Story of the Cost of Liberty" was the subject of a special sermon delivered yesterday morning at the First Congregational church in honor of the National Education association delegates by the Rev. Elmer I. Goshen. The church was crowded, special seats being provided for President E. T. Fairchild, Secretary D. W. Springer and members of their special visiting party. So strong was the sermon that the audience several times broke out in prolonged applause.

The minister painted a picture of the rise from the brute world and the different steps toward liberty that have been taken. Egypt, he said, was a contributor toward the cause of liberty when she refused to advance; Greece with the greatest thinkers of history, wrote another report of the cost of liberty when she refused to advance; Rome was destroyed by the barbarians after she had attempted to enslave the entire world. Giving other nations as examples of the cost of liberty, Dr. Goshen came down to the present time and discussed the modern cost of liberty.

We think we are free and we teach our children that the law of supply and demand controls the prices of foodstuffs. Yet we know that at the crossroads of every American city of any size is a crowd of gamblers who decide in advance what prices shall be paid for the food of the masses. I long for the day of real freedom, when we shall enact a mighty law that will tell the world that here in America to gamble in foodstuffs is a crime.

We think we are free, and right here in Utah we are in the midst of 100 million of coal lands, where there is enough coal to warm everybody. There is one other mighty law that we should have. This would tell the world that the industries in the United States are for the people and not for the few. We call ourselves a free people, and tomorrow night 2,000,000 child slaves, with their minds and aching backs, will go forth from the factories. In a country of real freedom every child would have its inalienable rights—sunshine, flowers, fields and the natural growth of childhood.

This week is education week in Utah. We are proud to entertain the teachers of America, the teachers who have it in their hands to write a great chapter in the story of the cost of liberty. Let us dare to say to these teachers that the school, the church or the state that is founded upon anything but liberty is bound to perish.

We boast today of our public schools, and well may we boast, for they put upon equal footing the child of the boulevard and the child of the slum. They throw open arms to the boy who comes with the blue blood of aristocracy in his veins, and to the one who comes with the better and unrecognized blood of the artisan.

The public school is the one place where democracy is well represented. Let us remember that if this school is touched by the partisan hands of favoritism, that in that hour its virtue is gone.

Let us dare to say to a great national convention of teachers, guard your eyes in open session, and vote your questions in the open, and ostracize any man who dares to seek to divide them in the cloak room of the few.

Elect your officers because of fitness and because of ability, and not because they suit the programme of the designing few.

For every dollar entrusted and for every responsibility imposed, demand account in open session. Let us remember that you are a democracy, and that the divine right of kings is dead. Let no policy be issued that will give any one the right to say that the N. E. A. is an organization where pull and place and dollar is more powerful than ability and integrity and liberty.

Remember that you have a mighty chapter to write in the story of the "Cost of Liberty."

### Buckley Funeral Today.

Funeral services for J. N. Buckley, who was found dead in his bed at the Lincoln house last week, will be held at 3 o'clock this afternoon at the Larkin-Hull funeral chapel. Burial will be in Mt. Olivet cemetery. The body may be viewed from 11 until 2 o'clock today at the funeral parlors.

### Returns With Bride.

Lester E. Remmers, for the last year local representative of the Samuel E. Cupples Wooden Ware company of St. Louis, has returned from a two weeks' visit in St. Louis with a bride, formerly Miss Edith Maschmeyer of St. Louis. Mr. and Mrs. Remmers will reside at the Meredith apartments.

## PEACE MOVEMENT IS SHOWING BIG GAINS

Mrs. Fannie Andrews Makes Interesting Report for American Peace League.

That a new movement, started by the history committee of the American School Peace league to teach the school children on a different plan than heretofore used, has gained rapid headway during the last year, is stated in the annual report of the national secretary of the league, Mrs. Fannie Andrews, of Boston. Under the leadership of Wilbur F. Cordy, chairman, the committee has held two meetings this year, one at Philadelphia, February 24, and another May 19 and 20 in New York city. In line with the other plans of the league to promote international peace, this movement endeavors to have less knowledge of war and more knowledge of the people of the different nations and their educational and moral advancement. The complete report of the secretary will be read at the annual meeting of the American School Peace league to be held Thursday afternoon at 2:30 o'clock in the tabernacle.

The observance of Peace day this year, Mrs. Andrews arrived from Boston yesterday and immediately started her work by opening headquarters in the Hotel Utah. With her she brought tons of winter quarters across the state to visitors, and Mrs. Andrews extended a cordial invitation to all to visit her headquarters. Although she will not read her annual report until Thursday she last night gave The Tribune a copy for advance publication.

The observance of Peace day this year surpassed that of last and gives promise of a continued increase in the number of schools which are adding Peace day to their list of special days to be observed.

The secretary of the league, Mrs. Andrews, said that the league compiled the second Peace day bulletin at the request of the United States commissioner of education. Counting the bulletins distributed by the United States bureau of education, the American School Peace league, the American Peace society, the World Peace foundation and private citizens interested in the movement, about 65,000 were distributed.

Since the last annual meeting, five more states—Rhode Island, Kansas, Utah, Oregon and Connecticut—have organized branches, and the president has organized nineteen high school branches, says the report.

The oratorical contest, which is the feature of the meeting, Thursday afternoon, will be the fourth of its kind which has been held. Four Utah academic students—Charles Stewart, Columbia institute, Salt Lake; James White, Salt Lake high school; Miss Algie Eggerston, Brigham Young university at Provo, and Frank B. Smith of Ogden high school, will contest for the gold medal offered by the league. The subject will be, "Rejection of international disputes should be settled by arbitration. The first of these high school oratorical contests was held in 1910 at Boston, representing the city high schools and academies, taking part. The William Howard Taft debate medal was given.

The contest was held in San Francisco in 1911. Last year in Chicago, this year is the first time that the schools of an entire state have been represented. The vice president and counselors of the league are especially well represented at the convention, about half of them being present. The vice presidents are: Charles Stewart, Columbia institute, Salt Lake; Washington D. C., J. H. Baker, Boulder, Colo.; E. T. Fairchild, Durham, N. H.; James M. Greenwood, Kansas City; Dr. S. M. Mitchell, Columbus, S. C.; Miss Ellen C. Sablin, Milwaukee; Joseph Swain, Swarthmore, Pa.; E. C. Warrington, Saginaw, Mich.; Frank H. Cooper, Seattle; and Laxton E. Evans, Augusta, Ga.

William K. Rice, 91 years of age, a Utah pioneer of 1847, died last night at his home in Centerville. Mr. Rice lived the greater part of his life in Utah, near Salt Lake City, and was well known here. He is survived by thirteen children and has more than 200 descendants.

Mr. Rice was born in Manchester, N. Y. While he was yet a child, his family moved to Ann Arbor, Mich. He went from Ann Arbor to Navajo, Ill., coming from there to Utah with the second company of pioneers. He reached Salt Lake valley, September 13, 1847, and has since lived here.

Funeral services will be held at 4 o'clock next Thursday afternoon at the Farmington west chapel. Burial will be in the Farmington cemetery.

### Kofford Funeral Today.

The funeral of Carrie Kofford will be held at 2 o'clock this afternoon from the residence, 626 East Eighth street. Burial will be in the City cemetery.

## MORMONS PIONEER IN SCHOOL PROGRESS

B. H. Roberts Recounts Work of Latter-day Saints in Education.

Before an audience of approximately 5500 persons in the tabernacle last night, B. H. Roberts delivered an interesting address on "Mormonism and Education," prefacing his talk by saying that he summed that a large number of the congregation consisted of visitors who here to attend the N. E. A. convention. He said also that while Salt Lake City had been honored with many conventions, neither was ever more honored than when the educators made Lake their convention city for the 1913. In part, Mr. Roberts said:

Utah's educational history began with our first colony arrived in the valley. It began with the last conference that our church held in Navajo, the beautiful, upon the banks of the great Mississippi river, on the eve of the departure of the saints from that city.

Schools in Camp.

When our people arrived on Missouri frontier, a circular was issued in December, 1846, which established schools for the education of the children was set forth. Several such schools were established in winter quarters on the present site of Florence, Neb.

Thus, in our exile, we did not suffer for the cause of education to the children. Our one colony advised that saints obtain books and charts upon historical, philosophical and scientific subjects. They set up writings of all descriptions for the education of children and of members of the church. So many collections of books were carried that in 1850 the frontier town of Salt Lake City was able to open its reading room and library.

Our one colony, which was to the Pacific coast by ship around Cape Horn took a printing press and a large number of books on history, natural sciences, philosophy and other sciences. The first periodical printed in San Francisco, published by a Mormon elder, was the "Mormon Telegraph," which formed the first English library established in San Francisco.

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It was under our educational system that the University of Deseret was founded in 1850 that the University of Utah was founded in 1862. It collapsed in about two years on a count of lack of means.

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## PIONEER OF '47 DIES AT AGE OF 91 YEARS

William K. Rice of Centerville Came to Utah With Second Company; Leaves 300 Descendants.

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### Struggle Was Hard.

Our non-Mormon population has equal honor in respect of development of our school system. Indeed, we have become ultra-conservative, that time we had not learned the advantage of bonding for public improvements. There was a school system established by the territorial government. It was gradually developed a very acceptable public school system with the year 1857 had grown to \$568,551 in school property was held or about \$18 per capita—a figure of advance of most of the older states and territories in the country. The average daily attendance was all high. Up to 1877 the population of Utah was practically all Mormon. The University of Deseret began to revive and develop on the line and true principle of a school grade of the institution might be considered low, more was accomplished than in many institutions more numerous and more extensive to students. This latter tribute is paid to H. H. Bancroft, the historian.

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